

# Bryan G Cook

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2056968/publications.pdf>

Version: 2024-02-01

84  
papers

3,356  
citations

185998

28  
h-index

168136

53  
g-index

98  
all docs

98  
docs citations

98  
times ranked

1822  
citing authors

#	ARTICLE	IF	CITATIONS
1	Evidence-Based Practices and Implementation Science in Special Education. <i>Exceptional Children</i> , 2013, 79, 135-144.	1.4	406
2	CECâ€™s Standards for Classifying the Evidence Base of Practices in Special Education. <i>Remedial and Special Education</i> , 2015, 36, 220-234.	1.7	222
3	Unraveling Evidence-Based Practices in Special Education. <i>Journal of Special Education</i> , 2013, 47, 71-82.	1.2	182
4	Determining Evidence-Based Practices in Special Education. <i>Exceptional Children</i> , 2009, 75, 365-383.	1.4	151
5	A Comparison of Teachers' Attitudes Toward Their Included Students with Mild and Severe Disabilities. <i>Journal of Special Education</i> , 2001, 34, 203-213.	1.2	127
6	Teachers Attitudes toward Their Included Students with Disabilities. <i>Exceptional Children</i> , 2000, 67, 115-135.	1.4	114
7	What Is Special About Special Education?. <i>Journal of Special Education</i> , 2003, 37, 200-205.	1.2	89
8	Replication Research and Special Education. <i>Remedial and Special Education</i> , 2016, 37, 195-204.	1.7	89
9	Recommendations for Replication Research in Special Education. <i>Remedial and Special Education</i> , 2016, 37, 244-253.	1.7	88
10	Evidence-Based Practices and Implementation Science in Special Education. <i>Exceptional Children</i> , 2013, 79, 135-144.	1.4	85
11	Teacher Perceptions of the Trustworthiness, Usability, and Accessibility of Information From Different Sources. <i>Remedial and Special Education</i> , 2002, 23, 42-48.	1.7	80
12	Obesity, Physical Activity, and Sedentary Behavior of Youth With Learning Disabilities and ADHD. <i>Journal of Learning Disabilities</i> , 2015, 48, 563-576.	1.5	80
13	Publication Bias in Special Education Meta-Analyses. <i>Exceptional Children</i> , 2017, 83, 428-445.	1.4	80
14	Inclusive Teachers' Attitudinal Ratings of Their Students With Disabilities. <i>Journal of Special Education</i> , 2007, 40, 230-238.	1.2	75
15	A Call for Examining Replication and Bias in Special Education Research. <i>Remedial and Special Education</i> , 2014, 35, 233-246.	1.7	75
16	Peer Acceptance of Included Students with Disabilities as a Function of Severity of Disability and Classroom Composition. <i>Journal of Special Education</i> , 1999, 33, 50-61.	1.2	70
17	Evidence-Based Special Education and Professional Wisdom: Putting It All Together. <i>Intervention in School and Clinic</i> , 2008, 44, 105-111.	0.8	70
18	Promoting Open Science to Increase the Trustworthiness of Evidence in Special Education. <i>Exceptional Children</i> , 2018, 85, 104-118.	1.4	68

#	ARTICLE	IF	CITATIONS
19	Moving Research into Practice: Can We Make Dissemination Stick?. <i>Exceptional Children</i> , 2013, 79, 163-180.	1.4	66
20	Attitudes of Principals and Special Education Teachers Toward the Inclusion of Students with Mild Disabilities. <i>Remedial and Special Education</i> , 1999, 20, 199-207.	1.7	60
21	A Special Educator's Guide to Successfully Implementing Evidence-Based Practices. <i>Teaching Exceptional Children</i> , 2012, 45, 64-73.	0.8	52
22	Evidence-based practices in education.. , 2012, , 495-527.		47
23	Null Effects and Publication Bias in Special Education Research. <i>Behavioral Disorders</i> , 2017, 42, 149-158.	0.8	46
24	A Replication by Any Other Name. <i>Remedial and Special Education</i> , 2016, 37, 223-234.	1.7	39
25	Preregistration in Single-Case Design Research. <i>Exceptional Children</i> , 2019, 86, 95-112.	1.4	37
26	Pasteur's Quadrant as the Bridge Linking Rigor with Relevance. <i>Exceptional Children</i> , 2013, 79, 147-161.	1.4	36
27	Using Single-Case Research Designs to Examine the Effects of Interventions in Special Education. <i>Learning Disabilities Research and Practice</i> , 2018, 33, 182-191.	0.9	33
28	Treatment Fidelity: What It Is and Why It Matters. <i>Learning Disabilities Research and Practice</i> , 2021, 36, 5-11.	0.9	33
29	Both Questionable and Open Research Practices Are Prevalent in Education Research. <i>Educational Researcher</i> , 2021, 50, 493-504.	3.3	30
30	Evidence-Based Practices for Learners With Severe Intellectual Disability. <i>Research and Practice for Persons With Severe Disabilities</i> , 2014, 39, 305-318.	0.8	29
31	Terminology and Evidence-Based Practice for Students with Emotional and Behavioral Disorders: Exploring Some Devilish Details. <i>Beyond Behavior</i> , 2016, 25, 4-13.	0.4	29
32	Inclusive Teachers' Attitudes toward Their Students with Disabilities: A Replication and Extension. <i>Elementary School Journal</i> , 2004, 104, 307-320.	0.9	27
33	Teacher Perceptions of the Useability of Intervention Information from Personal versus Data-based Sources. <i>Education and Treatment of Children</i> , 2007, 30, 27-42.	0.6	25
34	Making Sense of Single-Case Design Effect Sizes. <i>Learning Disabilities Research and Practice</i> , 2019, 34, 124-132.	0.9	25
35	Research Designs and Special Education Research: Different Designs Address Different Questions. <i>Learning Disabilities Research and Practice</i> , 2016, 31, 190-198.	0.9	22
36	Open accessibility in education research: Enhancing the credibility, equity, impact, and efficiency of research. <i>Educational Psychologist</i> , 2021, 56, 110-121.	4.7	22

#	ARTICLE	IF	CITATIONS
37	Evidence-Based Reviews: How Evidence-Based Practices are Systematically Identified. Learning Disabilities Research and Practice, 2020, 35, 6-13.	0.9	18
38	Are Effective Schools Reforms Effective for All Students? The Implications of Joint Outcome Production for School Reform. Exceptionality, 1997, 7, 77-95.	1.1	17
39	A Special Educator's Guide to Successfully Implementing Evidence-Based Practices. Teaching Exceptional Children, 2014, 47, 85-93.	0.8	17
40	Meta-analysis of behavioral self-management techniques used by students with disabilities in inclusive settings. Behavioral Interventions, 2017, 32, 399-417.	0.8	17
41	Group-Difference Effect Sizes: Gauging the Practical Importance of Findings from Group-Experimental Research. Learning Disabilities Research and Practice, 2018, 33, 56-63.	0.9	17
42	A Preliminary Examination to Identify the Presence of Quality Indicators in Single-subject Research. Education and Treatment of Children, 2008, 31, 523-548.	0.6	16
43	Nonexperimental Quantitative Research and Its Role in Guiding Instruction. Intervention in School and Clinic, 2008, 44, 98-104.	0.8	15
44	Using Teacher Narratives in the Dissemination of Research-Based Practices. Intervention in School and Clinic, 2010, 46, 67-70.	0.8	15
45	Null Hypothesis Significance Testing and $p$ Values. Learning Disabilities Research and Practice, 2017, 32, 208-215.	0.9	15
46	Bringing Science Into the Classroom by Basing Craft on Research. Journal of Learning Disabilities, 2004, 37, 240-247.	1.5	13
47	What Is Special About Special Education?. Journal of Special Education, 2003, 37, 139-139.	1.2	12
48	Intensive Interventions for Students with Learning Disabilities in the RTI Era: Position Statement of the Division for Learning Disabilities Council for Exceptional Children. Learning Disabilities Research and Practice, 2014, 29, 90-92.	0.9	12
49	An analysis of the different patterns of 1:1 interactions between educational professionals and their students with varying abilities in inclusive classrooms. International Journal of Inclusive Education, 2012, 16, 1335-1354.	1.5	11
50	A How-to Guide for Open-Science Practices in Special Education Research. Remedial and Special Education, 2022, 43, 270-280.	1.7	11
51	Qualitative Methods in Special Education Research. Learning Disabilities Research and Practice, 2021, 36, 278-286.	0.9	11
52	Classifying the Evidence Base of Classwide Peer Tutoring for Students with High-Incidence Disabilities. Exceptionality, 2017, 25, 9-25.	1.1	10
53	Do Research Findings Apply to My Students? Examining Study Samples and Sampling. Learning Disabilities Research and Practice, 2017, 32, 78-84.	0.9	10
54	Introduction to Special Issue: Null Effects and Publication Bias in Learning Disabilities Research. Learning Disabilities Research and Practice, 2018, 33, 5-10.	0.9	10

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55	Open Access in Special Education: A Review of Journal and Publisher Policies. Remedial and Special Education, 2022, 43, 3-14.	1.7	9
56	Reforms in Academic Publishing: Should Behavioral Disorders and Special Education Journals Embrace Them?. Behavioral Disorders, 2016, 41, 161-172.	0.8	8
57	The Research-to-Practice Gap in Special Education. , 2019, , 110-125.		8
58	Special Educators' Views of Community-based Job Training and Inclusion as Indicators of Job Competencies for Students with Mild and Moderate Disabilities. Career Development and Transition for Exceptional Individuals, 2002, 25, 7-24.	1.9	7
59	Chapter 1 Evidence-Based Practices in Learning and Behavioral Disabilities: The Search for Effective Instruction. Advances in Learning and Behavioral Disabilities, 2013, , 1-19.	0.3	7
60	Using the 6S Pyramid to Identify Research-Based Instructional Practices for Students with Learning Disabilities. Learning Disabilities Research and Practice, 2015, 30, 91-101.	0.9	7
61	A Preliminary Investigation of the Empirical Validity of Study Quality Appraisal. Journal of Learning Disabilities, 2017, 50, 14-22.	1.5	6
62	Proceed With Caution: Using Web-Based Resources for Instructing Students With and at Risk for EBD. Beyond Behavior, 2019, 28, 13-20.	0.4	6
63	Open Science and Single-Case Design Research. Remedial and Special Education, 2022, 43, 359-369.	1.7	6
64	Registered Reports in Special Education: Introduction to the Special Series. Remedial and Special Education, 2021, 42, 131-139.	1.7	6
65	Pasteur's Quadrant as the Bridge Linking Rigor with Relevance. Exceptional Children, 2013, 79, 147-161.	1.4	6
66	Where Do Teachers Go for Behavior Management Strategies?. Education and Treatment of Children, 2021, 44, 201-213.	0.6	6
67	<i>Behavioral Disorders</i>. Behavioral Disorders, 2017, 42, 37-40.	0.8	5
68	Utilizing Meta-Analyses to Guide Practice: A Primer. Learning Disabilities Research and Practice, 2020, 35, 111-117.	0.9	4
69	Open Science in the Field of Emotional and Behavioral Disorders. Education and Treatment of Children, 2019, 42, 579-600.	0.6	3
70	Merging Practice-based Evidence and Evidence-based Practices to Close the Research-to-Practice Gap. Advances in Learning and Behavioral Disabilities, 2021, , 47-60.	0.3	3
71	Causality and Emotional or Behavioral Disorders: An Introduction. , 0, , 97-108.		3
72	Introduction to the Special Issue: Evidence-Based Practices in Special Education. Intervention in School and Clinic, 2008, 44, 67-68.	0.8	2

#	ARTICLE	IF	CITATIONS
73	Movement as Behavioral Moderator: What Does the Research Say?. <i>Advances in Learning and Behavioral Disabilities</i> , 2016, , 111-134.	0.3	2
74	Introduction to the Special Series on Results-Blind Peer Review: An Experimental Analysis on Editorial Recommendations and Manuscript Evaluations. <i>Behavioral Disorders</i> , 2020, 45, 195-206.	0.8	2
75	Inclusion and transition: Partners in progress or policy paradox?. <i>Work</i> , 2000, 14, 13-21.	0.6	2
76	Employment expectations as a differential indicator of attitudes toward people with insulin-dependent diabetes mellitus. <i>Journal of Vocational Rehabilitation</i> , 1998, 10, 271-280.	0.5	1
77	Instructional Practices with and without Empirical Validity: An Introduction. <i>Advances in Learning and Behavioral Disabilities</i> , 2016, , 1-16.	0.3	1
78	Open Science and Special Education Research. <i>Advances in Learning and Behavioral Disabilities</i> , 2021, , 61-74.	0.3	1
79	Chapter 10 Constructing Effective Instructional Toolkits: A Selective Review of Evidence-Based Practices for Students with Learning Disabilities. <i>Advances in Learning and Behavioral Disabilities</i> , 2013, , 221-249.	0.3	0
80	Special Education Past, Present, and Future: Foundational Concepts and Introduction to the Volume. <i>Advances in Learning and Behavioral Disabilities</i> , 2014, , 1-10.	0.3	0
81	The Transition of Youth and Young Adults with Learning Disabilities and with Emotional and Behavioral Disorders: An Introduction to the Volume. <i>Advances in Learning and Behavioral Disabilities</i> , 2015, , 1-5.	0.3	0
82	The review identifies evidence based practices for children, youth, and young adults with autism spectrum disorders, but research consumers should examine original studies. <i>Evidence-Based Communication Assessment and Intervention</i> , 2016, 10, 115-121.	0.6	0
83	Two Approaches for Improving Reading Fluency: Research Supports Repeated Reading But Not Colored Filters. <i>Advances in Learning and Behavioral Disabilities</i> , 2016, , 17-38.	0.3	0
84	Leadership and Instruction. , 2018, , 353-370.		0